REPORT RESUMES

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SEQUENTIAL PROGRAMS IN FOREIGN LANGUAGE FOR A RESTRUCTURED CURRICULUM, GRADES 7-12.

BY- PAQUETTE, F. ANDRE

EDUCATIONAL RESEARCH COUNCIL OF GREATER CLEVELAND

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A PLAN IS PRESENTED FOR REDESIGNING THE FOREIGN LANGUAGE CURRICULUM IN THE SECONDARY SCHOOLS, BASED PRIMARILY ON THE USE OF FLEXIBLE SCHEDULING, THE REVISION OF COURSE CONTENT AND ACTIVITIES, AND THE ESTABLISHMENT OF MINIMUM SEQUENCES OF 6 YEARS IN MODERN LANGUAGES AND 4 YEARS IN LATIN. TOPICS DISCUSSED ARE (1) THE VALUES OF FOREIGN LANGUAGE STUDY, (2) GENERAL AND SPECIFIC OBJECTIVES, (3) THE PROGRAM SCHEDULE, (4) TESTING, AND (5) THE SUPERVISION OF THE PROGRAM. THE TOPIC RECEIVING MAJOR EMPHASIS IS THE DIVISION OF CONTENT AND LEARNING ACTIVITIES FOR SMALL GROUP, LARGE GROUP, AND INDIVIDUAL INSTRUCTION. CHARTS ARE GIVEN SHOWING THESE DIVISIONS FOR EACH OF THE FOUR SKILLS OF LISTENING, SPEAKING, READING, AND WRITING IN THE FIRST LEVEL OF MODERN LANGUAGE INSTRUCTION IN GRADES 7 AND 8, AND FOR THE COURSE ACTIVITIES FOR THE FIRST LEVEL OF LATIN INSTRUCTION IN GRADES 9 AND 10. AN EXTENSIVE LIST OF CRITERIA FOR THE EVALUATION OF 16 TYPES OF INSTRUCTIONAL MATERIALS IS GIVEN IN AN APPENDIX. (AM)

ED011178

SEQUENTIAL PROGRAMS IN
FOREIGN LANGUAGE
FOR A RESTRUCTURED CURRICULUM
(GRADES 7-12)

FL 000 285

Curriculum Restructuring Project
EDUCATIONAL RESEARCH COUNCIL OF GREATER CLEVELAND
March 1, 1966

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SEQUENTIAL PROGRAMS IN

FOREIGN LANGUAGE

FOR A RESTRUCTURED CURRICULUM

(GRADES 7-12)

Curriculum Restructuring Project
EDUCATIONAL RESEARCH COUNCIL OF GREATER CLEVELAND
March 1, 1966

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SPECIAL NOTE ON FURTHER PLANS

Recommendations for programs and materials for use in Latin are being developed by Mr. F. Andre Paquette with the advice of experts in the classical languages. These will be sent to each school by April 15.

FOREWORD

Since the Educational Research Council was organized in 1959, Dr. George H. Baird, executive director of the Council, and the superintendents of Council-affiliated schools have recognized the need for strengthening the content and organization of the secondary school curriculum. Staff members of the schools and the Council have shared this concern.

The purpose of the Curriculum Restructuring Project is twofold—to provide balance and sequence in the curriculum for each boy and girl in grades 7-12, and to enable each pupil to develop into an independent learner who will not only wish to continue learning as long as he lives but who will have the necessary background and skills for life-long learning.

In 1962 a Superintendents' Restructuring Work-Study Group for the Reorganization of the School Curriculum was formed. Efforts were intensified during the school year 1964-1965 when a Directors' and Principals' Curriculum Group was organized to supplement the work of the Superintendents' Group. A Progress Report, published in March, 1965 which is available in the offices of all secondary school administrators, covers the following: fundamental considerations, goals for secondary education, what to teach, guidelines for effective learning, how to organize a structure model, and plans for 1965-1966.

Parallel with the reorganization of the school curriculum a program was initiated to provide the best available content and method in the eight required subjects in the new curriculum organization. In the spring of 1965 eight subject field groups, together with groups on Teaching and Effective Learning, Evaluation, and Restructuring, were formed. Each Council school system selected representatives for groups in which it wished to participate actively. Consultants were secured for subject fields in which the Educational Research Council does not have permanent staff members.

Dr. Donald Hair was named assistant director of curriculum research to work with Dr. Robert S. Gilchrist, director of curriculum research, in the coordination of the project. The restructuring time table, which appears in the 1966 Curriculum Restructuring Report, shows what has been accomplished since the spring of 1965 and the schedule of work through September 1966.

Most of the 200 teachers and administrators who are members of the curriculum restructuring groups worked intensively in a two-week workshop, August 16-27, 1965, in order to meet the September 1 first-draft deadline for the subject field reports. Since September, 1965, groups have met with their program directors and consultants periodically to refine and strengthen their September 1 drafts. Concurrently, the in-service, evaluation, and curriculum restructuring groups have met to work on their respective assignments.

This report is the work of Mr. F. Andre Paquette, director of teacher preparation, foreign language program, Modern Language Association of America, and the Foreign Language Subject Field Group of the Curriculum Restructuring Project. An additional consultant--Dr. Edward Allen, professor of foreign language education, College of Education, Ohio State University--assisted this group.

The group believes that the study of any foreign language will help the student to acquire language learning skills and techniques, will develop in the student a positive attitude toward speakers of other languages, and will enable the student to make significant progress toward understanding the nature and multiplicity of cultures other than his own, even if he completes only the first phase of the proposed program.

These beliefs underlie the recommendations that every boy and girl be required to study a modern foreign language for a minimum of 180 clock hours in grades 7 and 8 and then have the opportunity to continue study of the language for four more years in grades 9 to 12. It is further recommended that a student have the opportunity to elect a second modern foreign language or a classical language in grade 9 for a four-year sequence.

The restructured foreign language program is essentially audio-lingual in approach. Phase I for grades 7-8 has been charted in detail.

The Council staff members and school staff members of the Foreign Language Subject Field Group will greatly appreciate any suggestions or comments on the report.

The Educational Research Council and all of its participating school systems are indebted to the representatives of Council schools and the consultants, listed on the next page of this report, for their work in developing these recommended programs for the fall of 1966.

Cleveland, Ohio
January, 1966

FOREIGN LANGUAGE GROUP
of the
Curriculum Restructuring Project

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- Joseph Manno

Bay Village
- Ruth Morehouse

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- Armand Masse

Shaker Heights
- Mildred Nichol

South Euclid-Lyndhurst
- Thomas Cox

University
- Rollin DeVere
- Charles Gordon

Wickliffe
- Kenneth Petro
- Jennie Russell

Consultants
- Dr. Edward Allen
- F. Andre Paquette

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PREFACE

The restructured foreign language program which is outlined on the following pages represents the thinking of a group of foreign language teachers who have tried to propose a program consistent with the Fundamental Considerations and Goals for Secondary Education of the Educational Research Council.

Fundamental Considerations

- A new approach to secondary education is both urgent and practical.
- A main challenge of education is to develop skills which will prepare students for life in an ever-changing society.
- The curriculum of the schools must work toward developing and freeing the intelligence of each individual.

The above-mentioned considerations and others are developed in detail. Then the characteristics of an appropriate school climate are given.

Goals for Secondary Education

Eight tentative goals are as follows:

- The educational program of the secondary school should develop an understanding of how society functions, the forces which mold our civilization, and the crucial problems which must be solved currently. Pupils should be made aware of the pervasive social forces which provide educational and technological opportunities and which determine the direction of scientific research.
- The educational program of the secondary school should develop, strengthen, and perpetuate the American way of life. This program should assist the individual to

understand himself and others, to build inner convictions of moral and spiritual values with which to meet life's problems, and to become increasingly mature in his own attitude and behavior.

- The secondary school should be committed to individualization in education. Thus, each student in the school should be recognized and valued as a unique individual; his special talents and abilities, as well as his shortcomings, should be recognized early. Each student should have the opportunity to develop his physical and mental capabilities to the maximum, both for his own success and happiness and for his maximum contribution to society.

- The secondary school should be organized to provide the best possible learning environment for intellectual growth. In addition to organizing instruction to assure the development and the mastery of basic and effective communication skills and processes, the school should foster the habit of the capacity for inquiry, develop problem solving competence, and emphasize the value of familiarity with the organized disciplines. The educational program should be orderly, sequential, and consistent with youth's developmental needs, incorporating good health practices and the principles of learning and instruction.

- The secondary school should provide a balanced educational program. The balance should be among disciplines; among ability levels; among elements of the cognitive domain, the affective domain, and the psycho-motor domain; and between curriculum and instruction. The educational program for each pupil should be balanced to meet his physical, social, aesthetic, and emotional needs as well as his academic needs.

- The secondary school should utilize effectively a wide variety of carefully evaluated materials and human resources to strengthen and to enrich the educational program.

- The secondary school should develop and implement a continual instructional and curriculum evaluation plan--one which is functional, flexible, and consistent.

- The secondary school should develop a cooperatively planned, functional, flexible program of professional personnel performance appraisal, which should be considered essential to insure quality instructional performance.

Although the proposed program is not complete in detail, the group has attempted to make it comprehensive in scope. It is important for the reader to understand the convictions on which the recommendations have been based so that he will not mistake for an ideal what the group considers to be an indispensable part of the education of all Americans in the mid-twentieth century.

In 1956 the Steering Committee of the Foreign Language Program of the Modern Language Association issued the following statement:

Values of Foreign Language Study

"The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no point can the experience be considered complete, or the skill perfect. Many pupils study a foreign language only two years; longer time is, of course, needed to approach mastery. At any point, however, the progress made in a language, when properly taught, will have positive value and lay a foundation upon which further progress can be built. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

"The study of a foreign language, skillfully taught under proper conditions, provides a new experience, progressively enlarging the pupil's horizon through the introduction to a new medium of communication and a new culture pattern, and progressively adding to his sense of pleasurable achievement. This experience involves:

"1. The acquisition of a set of skills, which can become real mastery for professional use when practiced long enough. The international contacts and responsibilities of the United States make the possession of these skills by more and more Americans a matter of national urgency. These skills include:

"a. The increasing ability to understand a foreign language when spoken, making possible greater profit and enjoyment in such steadily expanding activities as foreign travel, business abroad, foreign language movies, and broadcasts.

"b. The increasing ability to speak a foreign language in direct communication with people of another culture, either for business or for pleasure.

"c. The ability to read the foreign language with progressively greater ease and enjoyment, making possible the broadening effects of direct acquaintance with the recorded thoughts of another people, or making possible study for vocational or professional (e.g., scientific or journalistic) purposes.

"2. A new understanding of language, progressively revealing to the pupil the structure of language and giving him a new perspective on English, as well as an increased vocabulary and greater effectiveness in expression.

"3. A gradually expanding and deepening knowledge of a foreign country--its geography, history, social organization, literature, and culture--and, as a consequence, a better perspective on American culture and a more enlightened Americanism through adjustment to the concept of differences between cultures.

"Progress in any one of these experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected and may be forgotten later, yet the enlarging and enriching results of the cultural experience endure throughout life."

The group believes that the study of a foreign language will give the student a positive attitude toward speakers of other languages which cannot be attained through any other form of study; that significant steps toward understanding the nature and multiplicity of cultures will be made even if the student completes only the required First Phase of the program here proposed; that an extended period of foreign language study is the best predictor of probable success and that no other criteria are sufficiently valid to be used as a basis for advising students concerning language study; and that the study of any foreign language, modern or classical, will help the student to acquire language-learning skills and techniques.

Out of these beliefs grow the following recommendations:

1. That every boy and girl be required to study a modern foreign language for a minimum of 180 clock hours.

2. That the secondary school program offer a modern foreign language from grades 7-12 and a classical language from grades 9-12. By stating this as the minimum offering the group implies that each level be given regardless of how few students may elect to study beyond the minimum modern language requirement.

3. That additional modern foreign languages be offered wherever sound programming procedures and school enrollments make such courses possible. All languages, however, must provide uninterrupted sequences through grade 12.

4. That a student who continues foreign language study beyond the minimally required phase should be encouraged and guided in such a way that he does not abandon the study of his first foreign language for the purpose of beginning another. Students should be counseled as to the benefits of adding a classical language to the continuing study of the modern language. It is not, however, advisable that a student elect a second foreign language until he has completed at least one phase or two academic years of the first language.

5. That, although the cultural and linguistic goals can be achieved through the study of any of the modern languages, availability of teachers and the possibility of providing a sequential program through grade 12 should determine which additional modern foreign languages will be taught.

In some aspects, the proposed program is innovational: minimum foreign language offering, minimum foreign language requirement, and modular scheduling. In other aspects, it seeks to highlight educational practices which are generally considered desirable but which are infrequently implemented: coordinating the program, requiring teachers to demonstrate proficiency in the fundamental language skills, and providing in-service education. With respect to both types of recommendations, the group has tried to indicate ways in which the program can and should be implemented.

GENERAL GOALS: FOREIGN LANGUAGE

The program must provide all boys and girls with an opportunity:

Modern Languages

To develop a progressive control of the fundamental language skills: listening, speaking, reading, and writing.

To acquire knowledge of the phonology, morphology, and syntax of the target language and a better understanding of the function of these elements in their mother tongue, which will enable them to arrive at tentative conclusions about language in general.

To acquire an understanding of selected aspects of the target culture and a broader perspective of their own culture, which will enable them to arrive at tentative conclusions about culture in general.

To reflect in their daily living a more tolerant attitude toward culture patterns different from their own and to behave, when and where appropriate, according to minimally acceptable patterns of the target culture.

To distinguish between oral and written language and among levels of written language, leading to an understanding of and appreciation for style and content in the target literature.

To understand and appreciate the cultural and literary values of foreign language study, creating a need and a desire to pursue the study of foreign languages and literatures.

To develop a methodology for learning other foreign languages.

Classical Languages

To develop a progressive control of reading skill. Listening, oral use, and writing are primarily tools to achieve this end.

To acquire knowledge of the morphology and syntax of the language and a better understanding of the function of these elements in their mother tongue, which will enable them to arrive at tentative conclusions about language in general.

To acquire a knowledge of the lexical and morphological contributions of the language to their mother tongue.

To acquire an understanding of selected aspects of classical culture and a broader perspective of their own culture, which will enable them to arrive at tentative conclusions about culture in general.

To reflect in their daily living a more tolerant attitude toward culture patterns different from their own.

To read classical authors in the original with comprehension and appreciation.

To express the thought of the original classical text in correspondingly good English. This goes far beyond literal translation. An acceptable final version should never retain structures that are foreign to English.

To develop a methodology for learning other foreign languages.

MODERN FOREIGN LANGUAGES

Specific Objectives for Progressive Development of Fundamental Skills

SKILLS: MODERN LANGUAGES	PHASE I 13-14 AGE LEVEL END OF GRADE 8	PHASE II 15-16 AGE LEVEL END OF GRADE 10	PHASE III 17-18 AGE LEVEL END OF GRADE 12
LISTENING	Ability to understand an educated native speaker when he is speaking carefully on a subject appropriate to the age level.	Ability to understand conversation of average tempo and sustained presentations, including lectures, radio programs, and short films. Communicate effectively as a speaker in conversation with a native.	(Pre-University) Ability to understand with reasonable ease rapid standard speech, including classroom discussions, radio programs, recorded plays, and full-length films.
SPEAKING	Ability to repeat brief, meaningful utterances, to read simple passages aloud, to answer short direct questions, and to describe simple situations--all appropriate to the age level and understandable to a native speaker.	Ability to summarize orally and to answer questions on the content of conversations and presentations which have been heard.	Ability to speak approximating native speech in intonation and pronunciation, in a variety of situations, including sustained presentations and classroom discussions of literature.
READING	Ability to understand the meaning of simple prose appropriate to the age level.	Ability to read (with glossaries in the FL or with a FL dictionary) prose of average difficulty, including selected contemporary plays and short stories in terms of their manifest content.	Ability to read with reasonable ease and with minimal use of lexical aids non-fiction, including magazines and newspapers; and literary materials, including selected classics.
WRITING	Ability to spell and write sentences and short paragraphs appropriate to the age level without glaring errors.	Ability to write directed compositions, resumes, and letters and to use varied paraphrasing techniques with reasonable clarity and correctness as limited by morphology and syntax thus far studied.	Ability to write summaries of oral discussions and compositions on topics of interest with appropriate choice of idioms and without glaring mistakes in morphology and syntax.

CLASSICAL LANGUAGES

Specific Objectives for Progressive Development of the Reading Skill

	PHASE I		PHASE II	
SKILLS: CLASSICAL LANGUAGES	END OF GRADE 9	END OF GRADE 10	END OF GRADE 11	END OF GRADE 12
	Ability to understand the meaning of simple prose without the aid of glossaries or dictionaries.	Ability to comprehend selected prose of average difficulty.	Ability to comprehend (with lexical aids) and to appreciate (with the aid of interpretive devices) classical prose.	Ability to comprehend (with lexical aids) and to appreciate (with the aid of interpretive devices) classical poetry.

MODERN FOREIGN LANGUAGES

DEVELOPMENT OF CULTURAL UNDERSTANDINGS AND APPRECIATIONS

PHASE I
(Grades
7 and 8)

In this phase the student's principal contact with the culture is in terms of the language itself. By knowing how the native speaker views and describes the world around him, the student becomes aware of certain cultural differences. He learns how people greet one another, how they introduce strangers, and how they take leave of one another. He becomes aware of how age differences and degrees of intimacy are expressed in language. He learns to use "linguistic fillers" (such as "well," "you know," "you see"), which carry no meaning but which round out his speech patterns.

PHASE II
(Grades
9 and 10)

In the dialogues and in the reading passages, important and significant cultural items, both linguistic and nonlinguistic, should be interpreted. Recordings made in the foreign country provide authentic cultural items. The "cultural island" that centers around the language behavior of the teacher can be augmented by use of characteristic *realia*. The books, periodicals, posters, pictures, maps, articles of clothing, coins, and art objects should be authentic, representative, and currently important. Emphasis should not be on the "quaint" or "atypical."

Cultural "facts" should include knowing which men and cultural themes, past and present, are held in respect. The student should begin to know the areas of difference between spoken language and writing, and he should become aware of certain verbal taboos which may not exist in his own language. He should know which holidays the people celebrate, when they have days off, their main sports and amusements, and what they prefer to eat and drink.

PHASE III
(Grades
11 and 12)

Cultural and literary facts are treated in greater detail primarily through reading. The student should become aware of levels of speech as reflections of social status or provenance. He should know what philosophical, political, and economic questions have concerned the culture in the past and how they have evolved into the questions of the present. He should know that there are newspapers, magazines, and reviews which give him direct access to the foreign culture.

FOREIGN LANGUAGES

INTERIM PROGRAM SCHEDULE

MODERN LANGUAGES					CLASSICAL LANGUAGES				
		Meetings		Cumulative Clock Hours			Meetings		Cumulative Clock Hours
PHASE		Length	Per Week		PHASE		Length	Per Week	
I	7th	30 min.	5						
	8th	30 min.	5	180					
II	9th	45 min.	5		I	9th	60 min. 45 min.	2 3	
	10th	60 min. 30 min.	2 3	441		10th	60 min. 45 min.	2 3	306
III	11th	60 min. 30 min.	2 3		II	11th	60 min. 45 min.	2 3	
	12th	90 min. 60 min.	1 2	693		12th	90 min. 30 min.	1 3	567

TESTING IN THE FOREIGN LANGUAGE PROGRAM

The primary aims of the testing program are to measure student achievement in the fundamental language skills, to diagnose student deficiencies, to contribute to articulation of instruction within the program, to provide proper placement of students entering the program with previous foreign language experience, to provide some basic data for evaluating the program, to provide a measure of teacher competencies, and to provide articulation from school to college.

Standard Achievement Tests: Students

Tests of achievement in the fundamental language skills which have been developed independently of a given set of materials and independently of a specific program should be administered at the end of each phase of the sequence in each language: in the modern foreign language at the end of grades 8, 10, and 12, and in the classical language at the end of grades 10 and 12.

The same tests--in the same or in a different form--should be administered to any student entering the foreign language program from another educational level or system when there is reason to believe that the student has had a previous foreign language experience, regardless of the nature of that experience.

Standardized tests should be administered to any student leaving the program when there is reason to believe that a measurable gain or loss in skill control has occurred since the last standardized testing. This is imperative if meaningful information about student achievement is to be transmitted from school to school or from school to college.

All student teachers seeking a period of internship in the program should be required to present test results similar to those required of applicants for a vacant position. When the restructured program is adopted, colleges and universities which regularly place student teachers in the public school should be advised of this requirement.

The group recommends that any school adopting this program examine the MLA Cooperative Foreign Language Tests, which are available from the Educational Testing Service in Princeton, New Jersey. These tests are available in five languages: French, German, Italian, Russian, and Spanish. They exist for two different levels of measurement--lower level and middle level--and are available in two alternate forms. Inspection copies of these tests should be ordered from the Cooperative Test Division, Princeton, New Jersey. Schools will also want to investigate the tests recently developed by Professor Paul Pimsleur of Ohio State

University and published by Harcourt, Brace & World, Inc. Requests for information concerning these tests and requests for inspection copies should be addressed to Dr. Harold Bligh at the New York office of Harcourt, Brace & World or to any Harcourt, Brace & World representative.

Proficiency Tests: Teachers

When a restructured foreign language program is adopted, all teachers who have not taken proficiency tests in the four language skills, culture and civilization, applied linguistics, and professional preparation within the last five years should be required to do so.

Teachers who remain in the program should demonstrate proficiency in the four language skills at least every five years for as long as they remain in the program; this is necessary to maintain competency through any means, including in-service education.

All applicants for positions in the foreign language program should be required to present results of proficiency tests as part of their credentials. A standard transcript should provide all the information necessary to make a meaningful interpretation of such test results.

The group recommends the use of the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students, which are administered by the Educational Testing Service in Princeton, New Jersey, and which will be available through a national testing program beginning on Saturday, April 2, 1966. Information concerning the National Testing Program may be requested from the Director, MLA Proficiency Testing Program, Educational Testing Service, Princeton, New Jersey, or Director of Testing, Modern Languages Association of America, New York, New York, 10017. The National Testing Program will operate on three testing dates: one in early spring, one in early fall, and one in early winter. The tests will be administered at about 100 test centers throughout the 50 states. Applicants will register directly with the Educational Testing Service in Princeton and will be assigned to centers. Professional advice on the use of test results may be obtained from the Director of Testing, Modern Language Association of America.

With the establishment of this National Testing Program, any school district can meet the conditions outlined above concerning applicants for positions in the system and candidates for student teaching.

Teacher-Made Tests

Tests made by teachers and tests provided with integrated textual materials should reflect recent developments in test construction and recent findings with respect to testing the skills separately and in combinations. In order to enhance the entire testing program and the effectiveness of other than standardized tests, the Educational Research Council or a school adopting the restructured foreign language program should negotiate with the Educational Testing Service or a similar agency to conduct an in-service program on constructing foreign language tests.

SUPERVISION OF THE FOREIGN LANGUAGE PROGRAM BY A COORDINATOR:

The coordinator who provides instructional leadership for the foreign language program, 7-12, is responsible to the instructional leader of the school district.

The coordinator is a foreign language teacher of some experience who is currently engaged in teaching two classes--preferably one in the beginning phase and one in the advanced phase. He spends the remainder of his time in providing leadership for the program, including the following:

A. Consulting with the appropriate administrative officials in the hiring and assigning of personnel: teachers, informants, and technical assistants.

B. Assigning and supervising the training of student teachers.

C. Coordinating the examination and selection of instructional materials: texts, aids, tests, etc.

D. Organizing and conducting staff meetings.

E. Evaluating the program through systematic procedures: testing teacher competency in the foreign language skills and knowledge of subject matter with proficiency tests, assessing teacher effectiveness through classroom visitation, and measuring student achievement through the use of standardized tests in the skills and areas of knowledge.

F. Identifying in-service needs and organizing appropriate programs to provide for them.

The coordinator is aware of the contributions which foreign language study can make in the liberal education of all children; he is especially aware of, and seeks to capitalize on, possibilities for breaking the lockstep in the total school program by promoting independent and interdisciplinary studies.

It is clear to the foreign language coordinator and to the administrative officials that, although the coordinator's concern is grades 7-12, he must also build on any FLES (Foreign Language in the Elementary School) experience which students bring to the secondary program. For this reason it may be necessary and desirable to extend the concern of the foreign language coordinator to include supervision of the FLES Program. In any event, he should be well informed about it and provide in a special way for students who have completed it.

MODERN FOREIGN LANGUAGES

PHASE I CONTENT

The content of Phase I of a modern foreign language course is determined by three factors: the immediate linguistic and cultural objectives of this level and the long range objectives of the total program; the general interest level of the students in the program; and the integrated, sequential materials available and suggested for use in the program.

The linguistic content of this phase may be generally described as including all of the phonology, a limited amount of morphology, and selected syntactic patterns. The patterns chosen for study are based almost exclusively on the spoken language, and emphasis is placed upon maximum treatment of structure and the introduction of the lexicon appropriate to satisfy the general content as described in the preceding paragraph. In general, the material, chosen for its linguistic appropriateness, is arranged in the form of dialogues, pattern drills, and short, carefully selected reading passages. (Note: A more detailed description of the appropriate linguistic materials for this phase and the appropriate arrangements in which they should occur appears as Criteria for Evaluation of Materials, which is Appendix I of this program outline.)

The material chosen for this phase should also reflect the specific needs of the cultural aim stated above; that is, it should bring the student to understand how the native speakers of the foreign culture greet one another, how they introduce people to one another, how they express differences of age, and how the language reflects and delimits the nature of social relationships, daily living, (formal, informal, familial, etc.). The material should also familiarize the student with family relationships, typical foods, typical dress, school life, important holidays, songs, and leisure activities, including national and regional sports. The material should be organized and presented in such a way that the student will begin, even in this early phase of language learning to sense what is approved conduct and in which situations a given mode of conduct is accepted by the native speakers of the language. At this level the cultural aim can best be served by placing emphasis on those paralinguistic and kinetic patterns which are closely associated with the linguistic patterns being developed in the spoken language.

In order to attain the objectives of this phase and meet the description of the language and cultural content outlined above, the group suggests that the implementation of Phase I of the Restructured Modern Foreign Language Curriculum be based upon the adoption of existing integrated series of foreign language materials. An integrated series generally consists of the printed materials (a text, workbook, or both), audio materials (tapes and discs), visual materials (flash cards, visual grammar--charts, filmstrips, and films), and teachers' guides. A number of such integrated series have been evaluated in the Modern Language Association's Selective List of Materials published in 1962 with supplements in Spanish and Portuguese, French and Italian, and German, Russian, and Norwegian published in 1964. The Selective List of Materials includes the criteria for evaluating all parts of such an integrated series, and these criteria have been reprinted as Appendix I.

Specifically the group recommends that a school adopt one of the following integrated series: Harcourt, Brace & World's "Audio Lingual Materials"; the Holt Modern Language series published by Holt, Rinehart and Winston; the Learning Modern Languages series produced by McGraw-Hill; or, for French, the Voix et Images published by the Chilton-Didier Company. Each school which is planning to implement Phase I in the fall of 1966 should request examination copies of all of the materials of each of the series, evaluate them in terms of the MLA criteria, examine the evaluations published in the Selective List of Materials, and examine the appropriateness of the materials in terms of the adoption of the Restructured Foreign Language Program in its particular case. However, those who are involved in selecting materials should be cautioned not to automatically exclude good materials in any of the integrated series mentioned because they choose to adopt another integrated series as their basic materials. For example, in view of the need for much greater attention to the development of the listening skill at this level, it is possible that someone adopting either the ALM or the Holt, Rinehart and Winston series may wish also to utilize the four-to-ten-minute film clips which are available as part of the McGraw-Hill series. Another school which adopts the McGraw-Hill series may find the taped materials that accompany the Holt series extremely useful in providing varied linguistic material on about the same level, especially the recombination dialogues which occur at the end of each lesson of the first level text. Also, in French, some teachers using the ALM series may find the workbook published by Holt, Rinehart and Winston or the reading-writing materials for the Voix et Image series very useful in providing a variety of simple, controlled writing exercises.

MODERN FOREIGN LANGUAGES

PHASE I--LEARNING ACTIVITIES

The learning activities through which the teacher is expected to lead the student in Phase I are outlined below in some detail. In order to capitalize upon the modular scheduling implied in the restructuring project, these activities have been grouped under the following categories: large group, small group, and individual. The reader should understand that the learning activities outlined below are based upon a clear conviction about the general mode of instruction which should obtain in the restructured foreign language program outlined above. It is essentially audio-lingual in approach; and the reader must be extremely careful to note that it is the approach, not the entire course, which is audio-lingual. In order to more appropriately understand this principle, as well as the explicit and implicit means for meeting the objectives of the course, every teacher who is involved in implementing Phase I of this program should be acquainted with "Modern Foreign Languages in High School--Pre-Reading Instruction" by Patricia O'Connor, Office of Education Bulletin #27000. In addition, the individual teacher must be familiar with the specific teacher guides to accompany the course materials which are selected by his school.

If at all possible, every teacher of Phase I should be thoroughly acquainted with the teachers' Audio-Lingual Guides and Reading-Writing Guides to accompany the ALM Materials as well as the Teachers' Guides for Level I of the Holt series. Also, whenever possible, a teacher should view and discuss with a colleague the series of films entitled "Principles and Methods of Teaching a Second Language," produced by the MLA and the Center for Applied Linguistics in cooperation with Teaching Film Custodians. The films are available from the latter. They are accompanied by work papers and an instructors' manual. These films are recommended because they present a view of language which many teachers do not understand or appreciate but which is fundamental to the instructional approach here suggested.

The chart of learning activities which follows is indicative, not exhaustive. When specific materials are selected, the list should be adapted and extended consistent with the general principle of accommodating the mode of grouping to the specific, immediate learning objectives of each student at any given point in the learning process. The chart is horizontally organized according to the linguistic form in which the instructional materials are presented: dialogues, pattern drills, audio discrimination and pronunciation drills, narrative prose selections, songs, etc. The chart is vertically organized according to the mode of grouping the students for a particular learning activity. For convenience, the chart has been divided into three major sections: learning activities which are aimed principally at achieving the listening-speaking objectives, learning activities designed principally to achieve the reading objective, and learning activities designed principally to achieve the writing objective. This arbitrary division of language learning into listening, speaking, reading, and writing objectives implies that some repetition will occur in the listing. Since at this level the study of culture is closely related to the linguistic studies, there has been no attempt to list separately the specific activities directed toward this objective.

As one studies the activities listed, he should bear in mind the group's recommendations that Phase I consist of five weekly meetings of 30 minutes each. He should also note that small group is defined as consisting of from 12 to 20 students and a large group as one consisting of two or more small groups.

These recommendations are not without foundation: language is dialogue, and since the approach here suggested is an audio-lingual one, it is natural to suggest that the students have daily contact with the target language. In this daily contact it is imperative during this first Phase (and especially in grade seven, which constitutes the first half of this Phase) that every student have the opportunity to perform both as hearer and speaker, and much more frequently as a hearer than as a speaker. This suggests that, in order to achieve the listening and speaking objectives, the student should not be placed in a group which is so small that he does not have ample time to perform as a hearer or in a group so large that he has little opportunity to perform as a speaker. In some language programs small groups have as few as six members. Usually these students have daily opportunity for independent study and large group as well as small group instruction. Although such intensive programs may be desirable solely in terms of language learning, they are not in the interest of the general education of public school students. For this reason and others, most of the activities in Phase I are conducted principally through small groups of 12-20 students and through independent study.

For the integrated series suggested in this report, it is possible to organize the instructional units into two-week periods. The ten 30-minute sessions suggested for such a two-week period would include two large group meetings (one at the beginning of each week), during which dialogues would be presented by a team of teachers, through a film, through a film clip, through a tape or disc in conjunction with a filmstrip, or by some other large-group instructional mode. This large-group session could be broken in the middle by a brief culture capsule or other presentation in the target language solely for the purpose of developing the students' listening comprehension, particularly their awareness of patterns of intonation, stress, rhythm, and pitch. The other eight 30-minute periods would be devoted to small-group instruction during which the dialogues would be practiced for choral repetition, subgroup repetition, individual repetition, and role playing. Independent study would be provided through disc and tape versions of the dialogue.

LEARNING ACTIVITIES

Skills: Modern Languages

PHASE I

13-14 AGE LEVEL—GRADES 7-8

LISTENING Ability to understand an educated native speaker when he is speaking carefully on a subject appropriate to the age level.

SPEAKING Ability to repeat brief, meaningful utterances; to read simple passages aloud; to answer short, direct questions; and to describe simple situations—all appropriate to the age level and understandable to a native speaker.

DEVELOPMENT OF CULTURAL UNDERSTANDINGS AND APPRECIATIONS In this phase the student's principal contact with the culture is in terms of the language itself. By knowing how the native speaker views and describes the world around him, the student becomes aware of certain cultural differences. He learns how people greet one another, how they introduce strangers, and how they take leave of one another. He becomes aware of how age differences and degrees of intimacy are expressed in language. He learns to use "linguistic fillers" (such as "well," "you know," "you see"), which carry no meaning but which round out his speech patterns.

LINGUISTIC FORM OF MATERIALS	LARGE GROUP (2 or more small groups)	SMALL GROUP (12-20 students)	INDIVIDUAL
PATTERN DRILLS		Listening to and participating in pattern practice based on structures learned in dialogues: basic structure and cues given by teacher. Practising patterns with cues supplied by students. Practising patterns in chain variation. Participating in word games. Responding orally to visual cues for pattern practice. Practising patterns orally with cues supplied by tape or disc.	Listening to mechanically reproduced narrative prose in the language lab, in a library, in a carrel, and at home. Repeating and imitating mechanically reproduced prose narrations edited and spaced for this purpose. Seeing pictures, filmstrips, or movies in library audio-visual center.
NARRATIVE PROSE	Listening to teacher's monologue on culture-based topics. Listening to native speakers. Listening to narration accompanying pictures, filmstrips, or movies which present authentic situations.	Describing orally pictures and familiar objects and activities. Restating a brief incident after hearing and repeating. Restating previously learned dialogues in narrative form.	Listening to and responding to mechanically reproduced (tape or disc) versions of pattern drills in the language laboratory, in a library, in a carrel, and at home. This may include pre-learned and new drill material.
SONGS AND POETRY — This includes folk-music, current popular music, patriotic music, song-games, songs connected with special events and activities. Poetry includes folklore, proverbs, nursery rhymes, well-known popular poetry.	Listening to teacher's presentation of songs and poetry. Listening to community resource person recite poetry or sing. Participating in song festival or choral concert after songs have been learned and practised in small groups.	Singing and memorizing under teacher guidance. Memorizing and reciting poetry under teacher guidance. Participating in song games with other students.	Listening to mechanically reproduced songs and poetry.

LINGUISTIC FORM OF MATERIALS	LARGE GROUP (2 or more small groups)	SMALL GROUP (12-20 students)	INDIVIDUAL
Audio-discrimination and pronunciation drills. These are minimal pairs of meaningful words or nonsense syllables. Initially, they should focus on phonemic* contrasts; later on other phonetic variations (e.g. English; bit-bat, sit-sat, fit-fat, lit-lat, etc.) Subsequently, bit-bat-bite, sit-sat-sight, fit-fat-fight, lit-lat-light. *Smallest, meaningful sound difference. For a fuller definition see a text on introductory descriptive linguistics.		Listening to and imitating of drills introduced as needed during presentation of other lesson materials.	Listening to and imitating of carefully selected drills after teacher diagnosis of auding or articulating problems. Usually taped and available in the language laboratory or in library carrels. (These drills could also be made available for home study through the Audio-Notebook* or its equivalent.) Recording student voice for self-evaluation. *A small light, battery-operated, dual-channel tape recorder produced by Electronic Fixtures, Inc., New Haven, Connecticut.
Orientation to the study of modern foreign languages.	Films such as "The Sounds of Language" from the MLA series. Teacher presentations of the objectives of approaches to be used in the MFL course.	Discussions with teachers and counselors on the values of studying MFLS.	Read "Advice to the Language Learner," published by the MLA and "Study Hints for Foreign Language Students" by William Moulton, published by Houghton-Mifflin Co. Individual discussions with counselors and teachers.
Dialogue — patterns of speech commonly used, including questions, commands, and expressions of time, numbers, and tense.	Listening for comprehension and initial choral imitation of presentation by team of teachers, tape, disc and filmstrip, or other audio-visual aids.	Listening, comprehension, imitation, repetition, subgroup role playing, and individual role playing, using audio-visual aids listed under Large Group. Listening to and participating in a dialogue based on the original, but directed by the teacher. Listening to and participating in a direct question-answer exercise based on the original dialogue. Listening to and participating in an adaptation of the dialogue to the personal, real-life conditions of students. Listening to and participating in other controlled variations of the dialogues, (varied names of speakers, etc.) Presentation of film on a tape or disc with filmstrip of the original dialogue, or a variation with the same or a similar cultural context. Supplying the soundtrack (dialogue) of the film or filmstrip for the unit. Presenting (with classmates) a variation of the dialogue which has been prepared independently.	Listening to mechanically reproduced (tape or disc) version of the dialogue in the language laboratory, in a library, in a carrel, and at home. Repeating and answering mechanically reproduced questions and answers based on the dialogue. Listening to and repeating recorded variations of the basic dialogue. Preparing a variation of the dialogue with specific instruction from the teacher for controlling lexicon and structure.

LEARNING ACTIVITIES

READING { Ability to understand the meaning of simple prose appropriate to the age level.

LINGUISTIC FORM OF MATERIALS	LARGE GROUP (2 or more small groups)	SMALL GROUP (12-20 students)	INDIVIDUAL
DIALOGUES	Reading previously learned dialogues while listening to teacher, tape, or disc. Choral reading led by teacher or mechanical aid. This includes previously learned dialogues and dialogue variations.	Reading aloud previously learned dialogues and variations. Answering questions and discussing reading to reinforce comprehension.	Reading while listening to mechanically reproduced (tape or disc) version of dialogue in the language lab, in the library, in the carrel, and at home.
Narrative Prose (Short narrative paragraphs based on vocabulary and structure from previously learned dialogues, including dependable cognates and limited new vocabulary.)	Reading narrative prose while listening to teacher, tape, or disc. Choral reading led by teacher or mechanical aid.	Reading narrative prose aloud. Answering questions based on reading material to reinforce comprehension.	Reading and listening to mechanically reproduced prose. Reading preparation for class discussion.
Individual words	Reading labeled pictures, filmstrips, and projectuals.	Recognizing and reading aloud from flash cards, projections, and blackboard.	Practicing word recognition with individual viewers at home, in the library, etc. Arranging scrambled words in complete sentences.
Individual sentences	Reading captions on filmstrips, pictures, and movies.	Reading questions and answers based on pre-learned materials.	Reading, selecting, and arranging sentences to convey a given set of ideas.
Spelling	Choral spelling aloud.	Choral spelling aloud. (using the alphabet of the target language) Spelling bees and other games.	
Songs and Poetry	Reading poetry while listening to teacher, tapes, or disc. Reading from song sheet while listening to teacher or mechanical aid.	Singing from song sheets. Reading poetry aloud.	

LEARNING ACTIVITIES

WRITING } Ability to spell and write sentences and short paragraphs appropriate to the age level without glaring errors.

LINGUISTIC FORM OF MATERIALS	LARGE GROUP (2 or more small groups)	SMALL GROUP (12-20 students)	INDIVIDUAL*
Dialogues (see previous description)	Writing dialogues, sentences, and words (spelling) from dictation by teacher or mechanical aid.	Correcting dictation from model on blackboard (teacher or student model).	Writing directed dialogues based on familiar material.
Individual Words	Spelling from dictation.		
Individual Sentences	Writing answers to oral questions. Writing sentences from dictation by teacher or mechanical aid.		Labeling pictures and drawings. Completing exercises in workbooks, such as labeling pictures and drawings, writing answers to questions, and rearranging sentences in logical order.
Pattern Drills			Completing, transforming, and expanding sentences based on familiar material.
Narrative Prose		Writing descriptions of pictures and familiar objects and activities. Writing short, controlled paragraphs, compositions, and letters.	Writing in missing elements in prestructured prose.
			*The learning activities in this column are all initiated by the teacher in small group instruction.

CLASSICAL LANGUAGES

PHASE I	LANGUAGE CONTENT	CULTURAL CONTENT	LEARNING ACTIVITIES (L S I)	MATERIALS
END OF GRADE 9 Ability to understand the meaning of simple prose without the aid of glossaries or dictionaries.	The basic vocabulary necessary for reading and understanding simple prose. The phonology of the language necessary for oral reading. The recognition of and control of the five declensions and four conjugations. The syntax of simple, compound, and complex sentences as required for reading simple prose with stress upon the third person verb forms and the nominative, accusative, and ablative forms of the declensions which are used frequently in prose. The recognition of the many English words derived from Latin origin or Latin stems. Translation should not be an objective in teaching Latin.	Reconstructed selections from the classics such as Pliny's letters, the stories from mythology, the stories of Roman heroes, metamorphoses which would reveal the social, religious, historical, and humanistic relationships of the era.	LARGE: Films depicting the history and culture of the people. Introduction of the background and preparation for selected readings. Generalizations about and summation of certain aspects of syntax. Testing SMALL: Pattern drills for the control of vocabulary and syntax. Reading for comprehension. Discussion of the selected readings. Discussion of the social, historical, and humanistic values as derived from the cultural content.	FOR STUDENTS: Supplementary readings such as Qui vis Romanus from St. Martin's Press, New York. Reading selections with aids (grids) such as those published by Scott Foresman Co. FOR TEACHER: Teach The Latin, I Pray You by Distler Loyola University. New Latin Syntax by Woodcock Oxford Press.
END OF GRADE 10 Ability to comprehend selected prose of average difficulty.	More depth in syntax, including the gerund, gerundive, and the subjunctive necessary for reading selected prose.	The selected readings should not be primarily selections from Caesar but rather original or adapted selections from several authors: Seneca, St. Augustin, Nepos, Pliny, Cicero (letters and orations) The Vulgate, Ovid, etc.	Use of records and tapes to present classical selections both in Latin and English. INDEPENDENT: Supplementary reading selections chosen for individual interest with teacher guidance. Supplementary reading and research with teacher guidance directed toward cultural views, humanistic values, and religious interests. Projects of both short and long term to illustrate the historic, social, and cultural values of the times as well as the values inherited by the peoples of today.* *Inter-disciplinary projects and research which might be related to art, music, history, and the humanities.	

APPENDIX I:

CRITERIA FOR THE EVALUATION OF MATERIALS*

(March 1961, Revised May 1961)

These criteria were developed pursuant to a contract with the U.S. Office of Education, Department of Health, Education, and Welfare.

CATEGORIES OF CRITERIA

- Basic Texts
- Bibliographies & Resource Lists
- Books of Culture & Civilization
- Books of Songs
- Books, Pamphlets, & Bulletins on Methodology
- Conversation Books
- Dictionaries
- Discs & Tapes
  - Basic Criteria
  - Additional Criteria: Recordings for Special Purposes
    - Cultural
    - Language
    - Literary
    - Songs
- Elementary Readers
- Films
  - Dramatic & Documentary
  - Language
- Filmstrips & Slides
- Integrated Programs
- Linguistics
- Literary Texts
- Maps
- Periodicals
  - For the Teacher
  - For the Student

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* Ollman, Mary J. (editor), New York, MLA Selective List of Materials, New York, The Modern Language Assoc. of American (Pursuant to a Contract with the U.S. Office of Education, DHEW), 1962, pp. 143-153.

Categories of Criteria (continued)

- Pictures & Wall Charts
- Reference Grammars
- Review Grammars
- Supplementary Materials
- Teachers' Course Guides

The Modern Language Association Foreign Language Program called together the Materials List Conference on Criteria for Evaluation on 28-29 October 1960 in New York City. Its chief purpose was to discuss and define criteria for the evaluation of materials to be included in the revised MATERIALS LIST. The Chairman of the Conference was Donald D. Walsh, Director of the Foreign Language Program; participants were the chairman of each of the evaluation committees and other specialists in the teaching of foreign languages or in the selection of materials. Eleven specialists were asked to write work papers proposing criteria for evaluating different types of materials. The work papers were discussed and revised at the Conference. In January 1961, the tentative criteria were sent to all participants for their comments. The following document includes the resulting changes.

The authors of the original work papers are Elvira Adorno, Nelson Brooks, Frederick D. Eddy, Manuel H. Guerra, Elizabeth Keesee, Robert G. Mead, Jr., Filomena C. Peloro, Karl Heinz Planitz, Raymond S. Sayers, Marian Templeton, David Weinstein.

We are especially indebted to Professors Brooks and Eddy and to Miss Peloro for many consultations concerning their papers and also general editorial problems. In addition, Professor Eddy and Miss Peloro express their indebtedness to a dozen or more colleagues who have generously given their time and knowledge to test, criticize, and correct the statement of criteria concerning recorded discs and pre-recorded tapes. In particular, they acknowledge the help of Miss Mary P. Thompson, with whom they discussed the original work paper, and of Mr. Alfred S. Hayes, whose suggestions concerning drills, pronunciation, and audio and physical characteristics of discs and tapes have been used nearly verbatim.

BASIC TEXTS[1]

1. Development of the Four Language Skills

E: Listening comprehension and speaking represent the major concern at the beginning and throughout the period covered by a basic text, followed by the teaching of reading and writing, which occupy no more than one third of the total teaching time.

A: The text recognizes the importance of introducing all four skills and generally observes the accepted relative emphases.

U: The text is not written in accordance with the principles above.

2. Scope

EA: (a) The text reflects one dominant objective, language competence, to which are eventually added two others, cultural insight and literary acquaintance. (b) It is designed to familiarize the student with high-frequency structural patterns in the three systems of sound, order, and form (phonology, syntax, and morphology).

U: (a) The emphasis on cultural insight or literary acquaintance is so great as to be detrimental to the development of language competence. (b) The text does not distinguish between structures and usages that are important because frequently used and those that only a full description of the language would include, their importance being relatively minor. It places a principal effort upon the learning of irregular and exceptional forms.

3. Organization for School Schedules

EA: The material to be learned is organized to fit into the schedule.

U: The material is not so organized.

4. Presentation of Material

EA: (a) The material of the first weeks or months of the course (depending on age level) is designed for a period of oral presentation by the teacher, with or without the help of recorded material. In this first stage of delayed use of the written language, the student has little or no need to refer to the printed word. (b) The text presents new learnings in the FL in dialogue form or in the form of narrative or model sentences usable in conversation. (c) Structure is learned by use rather than by analysis. (d) Exercises enable the student to adapt new learnings to his own conversation without reference to English.

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[1] Based on a work paper by Nelson Brooks of Yale University.

U: (a) The text does not provide for an initial audio-lingual period or for the oral introduction of new material and the beginner is obliged to refer to the printed word in order to carry on his class work. (b) The text is based on an inventory of the parts of speech or it presents sentences in the FL that "translate" English sentences literally but are not authentic in the foreign culture. (c) It assumes that the analysis of structure must precede the learning and use of that structure. (d) No provision is made for the student's gradual and guided progress from mimicry and memorization to free use of the FL in conversation.

5. Psychology of Learning

EA: It presents language models and exercises that, in their selection and preparation, sequence, apparatus, and appearance on the printed page, reflect concern for the basic principles of the psychology of learning: (a) The text is based on the development of skills (habit formation) rather than the solving of problems. (b) It provides models to be imitated for both spoken and written language. (c) It observes the principle of small increment in which problems are isolated and drilled one at a time, making the chance of error negligible, before two or more related but contrasting structures are drilled in a single exercise. (d) It provides for repetition and reintroduction of material previously learned. (Repetition is the mainstay in overlearning[2] and habit formation.)

U: The text shows little or no awareness of these basic principles of the psychology of learning.

6. Exercises

E: There are copious and varied drills dealing with language elements that have occurred in the utterances presented in dialogue, narrative, or sentence form. (b) It includes no exercises in which the FL is to be translated into English.

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[2] Overlearning: learning to the point of saturation, of automatic, spontaneous, absolutely correct performance.

A: It contains much drill material as in (a) above and no exercises as in (b).

U: (a) There is a paucity of drill material. (b) The exercises include translation from English into the FL of sentences not previously learned by the student.

7. Reading Material (if present)

EA: Any reading materials foster the cultural or literary objectives or both. (a) Cultural information should be factual, authentic, representative, important, and of interest to the learner. (b) Other reading selections should be chosen for their quality as examples of literature, for the appropriateness of their length, their interest to the learner, and their adaptability to his competence in the new language.

U: The reading material given has no cultural or literary merit, or it is faulty in information or in language, or it is inappropriate to the learner because of its length, content, or linguistic difficulty.

8. Word Study

E: The text promotes the learning of vocabulary by observation and use of words in context and not in lexical lists. (The learning of vocabulary is minimized while the learning of structure is maximized during the period in which a basic text is appropriate.)

A: Only a few vocabulary items are added which are not necessary to the drilling of structures.

U: Many unnecessary vocabulary words must be memorized, to the detriment of the learning of structures.

9. Structure Analysis

EA: (a) The explanations are in English. (b) In the latter part of the text, the structures that have been gradually learned are drawn together in a clear and systematic way for ready reference.

U: (a) The text attempts to explain structures in the FL. (b) It presents structure summaries before examples have been learned through use.

10. Lesson-and End-Vocabulary

EA: Appropriate lists of the foreign phrases, idioms, and words, with or without English equivalents, appear at the ends of sections, or in a complete list at the end of the book, or both.

U: The lexical aids offered are inadequate or the glossary is inserted in the running text or in other ways that hinder learning.

11. Use of English

EA: English is used for directions, comments, explanations, and for establishing the meaning of what is to be learned. It is occasionally used as an aid in distinguishing between forms in the FL that are otherwise not easily learned.

U: The text presents the learnings in the FL as a series of translations from English, rather than as selections from a language code that is entirely independent of English. It presents dubious and faulty English designed to "lead" the learner into the patterns of the FL.

12. Instructions for the Teacher

E: There is a separate manual containing instructions for the teacher concerning: (a) preparatory explanation and ground rules for the class (b) presentation of the material to the class (c) techniques for overlearning the basic material (dialogue or narrative) (d) techniques for drilling sound patterns, structure, and vocabulary (e) techniques for checking in class the outside work (f) techniques and suggested plans providing for the frequent re-entry into class work of previously learned items (g) techniques of audio-lingual review and testing (h) instructions for procedure with a particular unit whenever the material demands it.

A: No compromise is acceptable for (a), (b), (c), or (d).

U: The instructions for the teacher do not meet the standard for A or are not applicable as given.

13. Layout

EA: (a) The type size and arrangement reflect the relationships between language models, drills, and explanations and their relative importance to the learner. (b) Dialogues, narratives, and reading material in the FL can be read without English being visible.

U: (a) The layout does not reflect these relationships or it is confusing to the learner. (b) It is printed so as to encourage constant reference to English.

BIBLIOGRAPHIES & RESOURCE LISTS[3]

1. Scope

E: Covers the subject and contains many significant items.

A: Has many significant items, but the treatment is not thorough.

U: Fails to cover the subject and lists few significant items.

2. Annotations

E: Factual and indicate clearly the nature and scope of each item.

A: Factual and indicate the nature and scope of most of the items listed.

U: Inadequately describe the scope and nature of many items listed.

3. Data

E: All pertinent data are stated accurately.

A: A few items lack pertinent data.

U: The data of many items are inaccurate or incomplete.

4. Facility of Reference

EA: The format is easily read and understood.

U: It is difficult to locate needed items.

BOOKS OF CULTURE & CIVILIZATION[4]

They range from little anthologies of belles-lettres (trozos escogidos), or a series of more-or-less connected chapters on life and customs in a given country, to a book written expressly for the purpose by an outstanding interpreter, native to the culture he is describing. These texts have also been designed for various levels of instruction. It seems advisable to have books on culture in English for home assignments during the first two levels of language instruction (except in the primary grades) and then, beginning with Level III, to have books on culture and civilization written in the FL for use both in and out of class. The teacher should have reference books giving a more comprehensive and deeper analysis of the foreign culture.

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[3] Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.

[4] Based on a work paper by Robert G. Mead, Jr., University of Connecticut.

The chief defect found hitherto in even the most outstanding of these books has been the failure to work from a sufficiently wide concept of a national culture; some cultural elements have been exaggerated, others underplayed, and still others omitted entirely.

Culture and civilization texts, to put it simply, should reflect and communicate the whole cultural environment of the linguistic area or country concerned. This means that these books ideally should include the approach of the cultural anthropologist to the country in question: physical characteristics of the people, their family customs, social organization, government, religion, organization of work and division of labor, the role of the sexes and the division of power, in addition to the more traditional elements of political, intellectual, and literary history. The author of such a book must be competent in many fields of knowledge other than language, and such people are not numerous in teaching or any other area. But once the attention of the profession has been focused upon the great need for texts of this sort, and their characteristics established in a general way, we may confidently expect that some of our colleagues will attempt to meet the challenge presented by the composition of such books.

1. Concept of Culture

E: Comprehensive coverage of the important aspects of culture: psychology, behavior, family relationships, work, social customs, education, recreation, economy, intellectual history, government, showing both similarities and differences in relation to the culture of the United States. For the teacher, the book should be comprehensive or, if it treats a limited subject, exhaustive. For younger children, the aspects may be limited to the concerns of foreign children of the same age.

A: It covers only some of the aspects of the foreign culture, but these are treated fully with both differences and similarities.

U: The foreign culture is presented as strange, exotic, or quaint, or as a replica of the culture of the U. S.; or the book gives a distorted view of the culture.

2. Organization

E: The chapters or sections are logically related; there is a balance of fact and interpretation, and proper balance in the treatment of the various aspects of culture chosen.

A: There are occasional faults in balance or organization, but in general the purpose of sections is clear and the cultural view is not distorted.

U: The organization is confused or the sections are not related, there is a notable lack of either fact or interpretation, or a poor choice of the aspects of culture is presented.

3. Psychological Appropriateness

E: The method of presentation (narrative, essay, etc.) and the concepts presented are appropriate to the intended readers. The aspects of the culture presented should correspond to the concerns of persons in the foreign culture of the same age as the intended readers.

A: One or two topics are somewhat inappropriate.

U: The method or concepts are generally inappropriate.

4. Language (English or foreign)

EA: The language is appropriate to the intended readers both in choice of words and complexity of sentence structure.

U: The words are too simple; the tone is inappropriate; or the book, if in the FL, is so difficult that the students will translate instead of reading.

5. Up-To-Dateness (if treating contemporary life)

EA: The factual material, maps, charts, and photographs are a good indication of the present state of the foreign culture. (It has been suggested that books in this class should be published as loose-leaf books so that new chapters or revisions can be added.)

U: The material concerning contemporary life is now out of date.

6. Appearance

E: The illustrations are attractive, clear, and chosen to exemplify significant points in the text. In general, the book is attractive and sturdy.

A: The illustrations are to the point, if not especially artistic.

U: The illustrations are irrelevant or confusing.

7. Exercises (for books in the FL for students)

E: The book has text and exercises which are good for practising reading and perhaps other language skills (listening, speaking, writing) at the intended proficiency level.

A: The teacher can create or adapt the exercises.

U: The book has translation or free composition exercises.

BOOKS OF SONGS[5]

1. Features

E: A description of the background for each song, the complete lyrics in the FL, and a musical score in a singable key, including syllabication, tempo, and a good arrangement for piano accompaniment.

A: All the above except that the background material is general for all of the songs and the music is reduced to the melody only.

U: The keys are not singable or the lyrics are given only in English, or there is no background material.

2. Choice of Songs

E: They belong to the foreign culture, are given in an authentic version, and are appropriate to the intended age group.

A; Almost all are authentic, their origin is indicated, and they are appropriate to the age group.

U: A considerable proportion are not authentic or are not appropriate to the age level.

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[5] Based on a work paper by Manuel H. Guerra, Alameda SC, Hayward, California.

BOOKS, PAMPHLETS, & BULLETINS ON METHODOLOGY[6]

1. Scope

E: Discusses thoroughly all important aspects of the subject.

A: Most of the important aspects are discussed well.

U: Omits many significant aspects.

2. Content

EA: The discussions of techniques and practices reflect a thorough knowledge of the accepted principles of language learning.[7]

U: The discussions reflect a faulty concept of the principles of language learning.

3. Clarity of Style

EA: The concepts are clearly and adequately expressed.

U: They are presented in an obscure or difficult manner.

4. Facility of Reference

E: The format and indexes permit the teacher to find references quickly.

A: There is no index, but the format permits the teacher to locate references.

U: There is no index, and the format does not permit the teacher to find references easily.

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[6] Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.

[7] These principles include, in brief: 1) An initial and continuing stress on the spoken language, with the four skills developed in this sequence: listening, speaking, reading, writing. 2) A minimum of talking about the language. 3) Language learning viewed as the development of skills and not as the solution of problems. 4) Reading divorced from translation. 5) Culture treated in its broadest sense.

CONVERSATION BOOKS[8]

Conversation requires a speaker, a hearer, and a situation. The immanent presence of all three should be felt in any sentence or dialogue or conversation that presumes to give models for learning. Many so-called conversation manuals do not respect the true nature of conversation (very little of which, for example, is in terms of question-and-answer), and evaluation should be very critical in this regard.

1. Scope

EA: There is a representative sampling of high-frequency structures and typical, important situations that students might often encounter.

U: The sampling of structures or situations does not relate to their usefulness and frequency.

2. Separation of the Two Languages

E: English equivalents are printed so that the FL can be read without English being visible. Examples: They are printed on the reverse side of the page or in a separate part of the book.

A: The two languages are arranged so that the English can be covered up easily and completely.

U: The two languages are intermingled.

3. Translations (if present)

E: Any translations are in good, idiomatic English which contains no hint of the foreign constructions it is translating.

A: Any translations are in good, idiomatic English.

U: Unused or nonsense English is used in translating foreign constructions.

4. Situations

E: The situations are culturally authentic and have a likelihood of reality: the geographical setting, the individual personalities, the relationships between individuals, the problem being discussed, and the emotional attitudes are all normal to the culture and are clearly established.

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[8] Based on a work paper by Nelson Brooks of Yale University.

A: The situations are culturally authentic and seem real; the situations and individuals are quite well defined.

U: The situations are not typical of the foreign culture or they are vague or confused in setting.

5. Utterances

EA: The separate utterances are: (a) brief enough to be learnable, (b) largely in the form of statement and rejoinder rather than question and answer, (c) what a native speaker would be likely to say in the situation.

U: They are too long to be learned as dialogue or unnatural to native speakers.

6. Word Study

EA: Vocabulary learning is integrated with the structures and conversations and is not emphasized for its own sake.

U: It is emphasized at the expense of the learning of structures and conversations.

7. Lesson- and End-Vocabulary

E: Appropriate lists of the foreign phrases, idioms, and words, with English equivalents, appear at the ends of sections and complete lists at the end of the book.

A: Such lists appear only at the ends of sections or at the end of the book.

U: There are no lexical aids, or those offered are incomplete, or the glossary is inserted in the text or margins.

8. Sound System

E: A consistent graphical representation of pronunciation and intonation patterns is given wherever new problems occur throughout the book.

A: The book contains some useful comments on the sound system, especially on intonation patterns.

U: There are no comments on the foreign sound system or misleading comparisons with English sounds are given.

DICTIONARIES[9]

1. Preface and Explanations for Use

EA: The preface states for what use the dictionary was written and whether British or American English is used, describes the scope, and explains the arrangement of the entries and each part of individual entries: all with accuracy and clarity.

U: The preface omits essential information or is generally not clear.

2. Selection of Words

EA: The words are very carefully selected for frequency, usefulness, currency, and complete coverage of student need.

U: A number of rare or obsolete or too special words are included, or the useful words are not adequately defined.

3. Definitions

E: The definitions are accurate, clear, concise, and never circular;[10] the dominant meanings are indicated; synonyms are distinguished.

A: The definitions have all the above qualities, including illustrative phrases, but dominant meanings are not indicated.

U: The definitions are misleadingly incomplete, unclear, inaccurate or sometimes circular; or phrases needed to illustrate the definition are missing.

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[9] Based on a work paper by David Weinstein of Hebrew Teachers College (Brookline, Mass.) and the Harvard Graduate School of Education.

[10] Circularity in definitions is produced by using only words from the same family or synonyms to define each member of the group so that the reader who does not know any of the terms can never discover the meaning of any of them. E.g., Circle: that which is circular; Circular: having the quality of a circle.

4. Illustrative Phrases (except in young children's dictionaries)

EA: Illustrative phrases are given to show how a word is used in context and are well-chosen to show special extensions and limitations in the use of a word.

U: There are no illustrative phrases.

5. Pictures (if used)

EA: They are small and clear, and they aid understanding of the entries. (Those in picture dictionaries for children may be larger and colored.)

U: They are not clear or they clutter the page so that it is difficult to find entries.

6. Etymology (for advanced dictionaries)

EA: Etymologies are clearly indicated and consistent with the latest studies.

U: There are no etymologies or many of those given are no longer accepted.

7. Syllabification, Stress, and Pronunciation

E: The orthographic division of syllables is marked as well as the phonetic stress and sound, the latter by use of the International Phonetic Alphabet.

A: The systems for indicating syllabification, stress, and pronunciation are easily learned, although the IPA is not used.

U: Syllabification, stress, and pronunciation are not indicated or are difficult to decipher.

8. Type

E: Even the smallest type is large and clear enough to be easily read and the main entries are quickly located.

A: Some type is a little difficult to read but the entries are easily located.

U: The type does not distinguish the various parts of the entries or it is in general difficult to read.

9. Paper and Binding

E: The dictionary is not heavy for its size, the print does not show through, and the paper and binding withstand heavy use.

A: The print does not show through and the book is durable.

U: The paper is too thin or the paper and binding are delicate.

DISCS & TAPES[11]

Basic Criteria for all Recordings (except Songs)

1. Content Appropriate to Grade Level

EA: The content (subject and its treatment) is appropriate to the abilities and interests of the age group to which the item has been assigned by the evaluator on the basis of the language in the recording.

U: The content is appropriate for a decidedly different age group from the one for which the language is appropriate.

2. & 3. Language for Listening or for Imitation

Note: In the presentation of language for learning, we distinguish between language for listening and language for imitation. Recorded language "for listening" helps a non-native to develop the ability to understand easily when addressed by a native speaker of the language. Recorded language for imitation, on the other hand, while it may help to develop listening skills, has a quite different main purpose: it serves as a model for the student's own oral production. Recorded materials rated as excellent are planned and executed with the primary aim of each passage, each drill, clearly in mind. The result is that language for listening and language for imitation are never confused, and one is never used in a place where the other is appropriate.

2. Language for Listening (not for imitation)

EA: (a) The language for listening is linguistically and culturally authentic in every respect: it has normal pace, intonation, and pauses, and it corresponds to the situation and age of the speaker.

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[11] Based on a work paper by Frederick D. Eddy of Georgetown University and Filomena C. Peloro of the Hackensack (N.J.) Public Schools.

At Levels I and II it never departs from speech accepted as standard[12] in all parts of the culture. At Level III and above, a few regional or class variations are admissible. (b) There is no recorded English equivalent or translation.

U: The material does not meet these standards.

3. Language for Imitation

E: (a) At all levels it is language in focus: precise, careful, and clear, yet in all respects, including pace, intonation, and pauses, it is close to native speech accepted as standard.[12] (b) The material has silent spaces for student imitation or response. (c) Immediately after the silent space, in a response drill, the correct response is recorded to provide immediate confirmation (reinforcement) of a correct response or correction of a wrong one. (d) There is no recorded English equivalent or translation, except in an occasional drill where cues are given in English. (e) The pace, accent, intonation, and junctures of the full utterances are preserved in the partial utterances.

A: No compromise is acceptable for (a)-(d) but in (e) it is also acceptable that the partials have a consistently neutral intonation[13] allowing the student to concentrate on other elements of pronunciation.

U: The material does not meet the A standards.

4. Voices

E: (a) All voices are crystal clear, giving the impression of a face-to-face encounter when played on a good machine at normal volume. (b) They are leveled: none having greater or less volume than the others. (c) They are phonogenic: pleasing and natural, showing no haste, irritation, fatigue, boredom, forced gaiety, or forced friendliness, nor too obvious an intent to teach. Female voices are not disagreeably shrill. (d) They are appropriate to the situation and characters portrayed. (e) They are varied: of both sexes, and differing in timbre if of the same sex. However, a single voice, of excellent quality and contriving to remain attractive and interesting at all times, is acceptable in single narrative items not exceeding 30 minutes in length.

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[12] Standard: the normal, unaffected speech of cultivated, educated natives that shows no conspicuous regional or class characteristics.

[13] Neutral intonation: a relatively flat intonation contour: no marked rising or falling of the tone.

A: No compromise is acceptable on (a) or (b). In (c)-(e) some deviation from the excellent standard is acceptable.

U: The material does not meet the A standards.

5. Audio Characteristics: Disc & Tape

Note: If the recorded materials are to be used primarily in a language laboratory or other installation using headphones, good quality headphones should be used to evaluate audio characteristics. Materials acceptable when heard over a loudspeaker may not be acceptable when headphones are used.

E: (a) Studio noises (clicks, coughs, lip noises, etc.) are completely eliminated. However, this does not apply to occasional unobtrusive realistic background noises or effects in recordings made for listening only. (b) When the material is played on a good machine such as an Ampex tape playback, the unvoiced consonant sounds, in particular sh, s, f, th, are clearly distinguishable one from another. (c) Disc surface noise or tape hiss is barely audible when the material is played on a good machine at normal volume. (d) Dead silence (spliced-in dead or virgin tape) is not substituted for room noise in silent spaces. (Dead silence is acceptable as a marker between sections of the material.) (e) Groove echo or print-thru is absent or at worst very faint when the volume is turned up in silent spaces. (f) No variation in recorded volume is present on the disc or tape so that it is not necessary to adjust the volume on the playback periodically.

A: No compromise is acceptable for (a) or (b). In (c)-(f) some slight deviation is acceptable.

U: The material does not meet the A standards.

6a. Physical Characteristics: Discs

E: (a) The surface is free of broken grooves, pinholes, cracks, and other imperfections. (b) The maximum length of recorded time (to assure maximum durability and minimum groove echo) on discs of various diameters is as follows (the figures include time for band separations): for 33-1/3 rpm. 7 in. 7 min., 10 in. 15 min., 12 in. 22 min.; for 45 rpm. 7 in. 5 min. (c) For use by the teacher or at the lab console, no maximum diameter is set. For student use, the diameter is small (7 or 10.). The smaller discs are easier to handle and cost less to replace if damaged or broken. (d) The label has large, clear type for side and band identification as well as for the title. (e) The space between bands is wide enough (about 1/16 inch) to facilitate finding the band desired and placing the needle on it. (f) The center is raised to protect the playing surfaces of the discs when stacked. (g) The disc is flexible, indicating resistance to breakage.

A: No compromise is acceptable for (a) or (b). In (c)-(g) some deviation is acceptable.

U: The material does not meet the A standards.

6b. Physical Characteristics: Tapes

E: (a) Tapes played at the slower speeds (3-3/4 or 1-7/8 ips.) generally do not equal the audio performance of tapes played at 7-1/2 ips. A slower-speed tape should be listened to very carefully or tested electronically to determine whether it equals or very nearly equals the audio performance of a tape played at 7-1/2 ips. on the same machine. (b) Tape reels are not completely filled. At least 1/4 in. is left between the tape and the outside edge of the reel. (Full reels often cause threading difficulties.) (c) The tape is flexible enough not to crack when bent double and the magnetic coating is uniform (no bare or thin spots). (d) The recording is full-track. (e) A small reel (5 in.) is best for language study to facilitate locating the material desired, particularly for individual student use. (f) Printed and spoken identification is simple, clear, and complete. Essentials are: title of the material, including the name of the language (Beginning French), and reel number if there is more than one reel. All of this appears on the box, on a light-colored tape leader, and on the reel. It is spoken in English at the beginning of each tape. The end of each tape is signaled by an appropriate announcement. Sections of the tape are identified by an appropriate announcement, or by leader tape or a silent space of several seconds' duration.

A: No compromise is acceptable for (a)-(c). In (d) a two-track recording is acceptable; in (e) a 7-in. reel is acceptable; in (f) a detail or two can be missing.

U: The material does not meet the A standards.

7. Recorded Instructions to Students

E: Before the students work with recorded material in the school or at home, the teacher should present the material and conduct a practice session. Therefore: (a) All recorded instructions are as brief as possible, ideally single-word commands, (b) They are in the FL, except that there may be a brief English equivalent of a particular instruction in the FL the first time or two it appears.

A: Brief recorded instructions in English (not both languages) are acceptable.

U: The instructions are long or complicated. They interlard English and the FL.

8. Printed Text to Accompany Material

E: (a) For the teacher, there is at least one complete text of the recorded material. (b) At appropriate points in the teacher's and student's texts--preferably in the margin--the corresponding recorded material is identified: reel number and section or disc side and band.

A: No compromise is acceptable for (a).

U: The material does not meet the A standards.

Additional Criteria: Recordings for Special Purposes

Cultural (Level III-)

Items that take an important step beyond language study by giving the student an authentic experience in depth with the foreign culture. Some are accompanied by filmstrips or slides; some are on the sound track of carefully chosen and edited moving pictures. If such experiences are to be authentic, they require a certain audio-lingual competence; up through Level II the student's cultural experiences have been an integral part of his language study. Although the basic language skill involved is listening, the materials may have short exercises in speaking practice, and may be accompanied by printed scripts for student reading practice. Examples: a recorded dialogue or narrative about school life in the foreign country; a newsreel with a specially prepared foreign language sound track, with or without corresponding tapes or discs.
Note: For 1-8 see Basic Criteria.

9. Content

EA: Usually designed or edited for use above Level II, the material (through dialogue or narrative, or both) gives the student the opportunity to participate in an authentic, interesting, and important manifestation of the language and culture as a supplement to the regular course work.

U: The material does not meet these standards.

Discs & Tapes: Language

Note: For 1-8 see Basic Criteria

9. Listening and Speaking Practice (for material comprising a full course

EA: The material provides listening and speaking practice, both of the quality described in Basic Criteria 2 and 3.

U: Such material provides only listening practice, or only speaking practice, or a poor balance between the two.

10. Delayed Reference to the Written Language (in beginning courses)

E: To use the recorded material the beginner is never asked to refer to the printed word.

A: He is required only occasionally to refer to the printed word.

U: He is obliged to refer constantly to the printed word.

11. Pronunciation Drills (if present)

EA: They concentrate on: (a) sounds especially difficult for native speakers of English and (b) contrasts within the foreign language which have no counterpart in English: du and doux, Wahn and wann, mesas and meses. (c) Individual sounds are drilled in isolation less than they are drilled in context.

U: The material does not meet these standards.

12. Drill Material

E: (a) It contributes to an early oral mastery of structures of high frequency, concentrating on those which create special difficulties for speakers of English, followed by those of lower frequency, and uses oral pattern practice and analogy. (b) The principle of small increment (see 14, b, ii, below) is carefully observed.

A: There is occasional compromise with these principles.

U: The material shows little or no consideration for these principles.

13. Vocabulary (for Level I)

E: Especially in the early weeks or months of the course, vocabulary, like everything else, is kept under careful control. The number of words is just sufficient to permit cumulative substitution in previously learned patterns. The choice of vocabulary depends on the situations presented in the basic material and on the structures drilled. There are no recorded lists of words.

A: Some words are introduced that are not necessary to the situation and structure presented.

U: Many unnecessary words are introduced. There are recorded lists of words.

14. Format

E: (a) The sequence in the presentation of basic material to be overlearned[2] is (i) for listening (no spaces); (ii) for learning (by partials and full utterances, with spaces); (iii) for fluency (by full utterances, with spaces). (b) Small increment: (i) Basic material (such as a line of dialogue) is presented both as a whole and by partials so that the student can master it by easy stages and yet make progress. (ii) Drills eliciting student response require the student to make only one new structural change at a time; manipulation of two or more structural changes in the same response is always preceded by drills which provide mastery of each change separately. (c) Average length of the selections to be overlearned (dialogue or narrative) is 12 utterances or sentences for grades 7-9 and 16 for grades 10-12. The selection is broken into quarters, thirds, or halves (3 to 8 utterances in each segment) for effective presentation and practice. (d) Average length of full utterance or sentence in basic material to be overlearned: 8 syllables (1st 8 weeks), 10 syllables (2nd 8 weeks), 12 syllables thereafter. (e) Length of a partial utterance or sentence in basic material to be overlearned is about 5 syllables when new material is being presented. Example: "Robert, / please open the window / next to you." (f) The length of a repeat or response space is enough to allow the student to make the utterance at the same speed as the model voice, plus about a one second margin for utterances up to 6 syllables. For longer utterances, the margin increases proportionately. Example: The margin would be 1-1/2 to 2 seconds for an utterance of 12 syllables. Note: Seconds can be estimated as follows: A few utterances of the material are timed to determine about how many syllables per second are being produced on an average. If, for example, this figure is three syllables per second, then a one-second margin in a repeat space is simply the time needed to utter three syllables. For the sentence "He's leaving with me" the entire repeat space is long enough to say the sentence through once, plus "He's leaving." (g) All recorded apparatus for identification and explanation is concise: no numbering of items in a drill or of sentences in basic material, no lengthy explanations of any kind. The language to be practiced occupies almost all the recording. (h) Timing between sections and items. A careful balance is maintained between a hurried pace that frustrates the student and a deliberateness that puts him to sleep; there are no long pauses (except as separators between sections of the tape) nor any short pauses in a sentence or drill that the student can mistake for a space in which he tries to repeat or respond.

A: No compromise is acceptable in (a), (b), or (h). In (g) some deviation is acceptable. In (c)-(f), where average measurements are given, a deviation of up to 25% is acceptable.

U: The material does not meet the A standards.

15. Printed Instructions for the Teacher

E: The material has adequate instructions on (a) preparatory explanation and ground rules for the class, including specific directions for the use of recorded materials. (b) presentation of the material to the class. (c) techniques for overlearning the basic material (dialogue or narrative). (d) techniques for drilling structure and vocabulary. (e) techniques for checking in class the home and laboratory work done with the recorded materials. (f) techniques and suggested plans providing for the re-entry into class work at frequent intervals of previously learned items. (g) techniques of audio-lingual review and testing. (h) instructions for procedure with a particular unit, even for a particular item in a unit, whenever the material demands it.

A: No compromise is acceptable for (a)-(d). The others may be partially covered or omitted.

U: The material does not meet the A standards.

Discs & Tapes: Literary

Use Basic Criteria 2, 4, 5, 6, and 8, renumbered 1 through 5. In view of the artistic and other special characteristics of the language and voices found in literary presentations, the Basic Criteria can be modified according to the evaluator's best linguistic, literary, and aesthetic judgment.

1. LANGUAGE FOR LISTENING
2. VOICES
3. AUDIO CHARACTERISTICS
4a. PHYSICAL CHARACTERISTICS: DISCS
4b. PHYSICAL CHARACTERISTICS: TAPES
5. PRINTED TEXT TO ACCOMPANY MATERIAL
6. CONTENT

E: (a) The materials consist of recordings of the best in literature: plays, poems, short stories, and other prose. (b) In their content and presentation they make the most of dramatic and emotional appeal. (c) They are produced by the finest native talent available (example: a play by Moliere recorded by the Comedie Francaise).

A: The material satisfies two of the three criteria.

U: The material does not meet the A standards.

Discs & Tapes: Songs

There is no lack of recorded songs, and many of them are very good for listening. But only a very small fraction of this material is suitable for learning purposes. We must have more songs recorded and presented for student participation and learning.

The audio and physical characteristics should not disqualify a recording otherwise meeting all of the criteria below, but any serious failings in these two areas should be noted in the evaluation for the guidance of prospective purchasers.

1. Songs for Imitation

E: (a) Words and music correspond to the interests and abilities of the students: in Grade 3, no love songs; in Grade 11, no nursery rhymes. (b) Words, music, and interpretation are authentic, existing in the foreign culture. (c) Songs are recorded by artists having a native or near-native pronunciation. (d) The recording provides a voice singing in a key within the student's singing range. (e) It also provides an instrumental accompaniment for student singing in the same key as the one the recorded singer uses.

A: The material satisfies all but (e).

U: The material fails to satisfy criterion (e) and one other.

2. Songs for Listening

EA: See the first three criteria under 1 above.

U: The material does not meet these standards.

3, 4, and 5 refer only to Songs for Imitation; 6 refers to both types of song.

3. Recorded Instructions to Students (Songs for Imitation)

E: Before the students practice with the recorded material, the teacher should present the song and conduct a practice session. Therefore, all recorded instructions are as brief as possible, ideally a single-word command, given in the foreign language without translation.

A: Brief explanations of procedure, given in English, are aceptable.

U: The recorded instructions are unnecessarily long or they interlard English and the foreign language.

4. Small Increment (Songs for Imitation)

EA: The material presents a line to be practiced both as a whole and by partials so that the student can master it by small increments and yet keep moving constantly ahead in a satisfactory way.

U: The material does not meet this standard.

5. Length of Silent Spaces for Repetition (Songs for Imitation)

E: A repeat space must be long enough to allow one to make the utterance or sing the phrase at the same speed as the model voice, plus about 1 second.

A: A deviation of up to 25% from the figure given is acceptable.

U: The material does not meet the A standard.

6. Printed Text to Accompany Material (for both Imitation and Listening)

E: (a) For the teacher, there is at least one complete text of the recorded material and musical notation at least of the melody.
(b) At appropriate points in the teacher's and student's texts

(preferably in the margin) the corresponding recorded material is identified: reel number and section or disc side and band.

A: No compromise is acceptable for (a).

U: The material does not meet the A standard.

ELEMENTARY READERS

Children's books and readers either written or simplified for Levels I and II which are not works of literature.

1. Content

E: The book is psychologically appropriate to the age level for which it is intended and has literary merit or offers cultural insight.

A: It is psychologically appropriate to the age level for which it is intended and interests the students.

U: It is psychologically inappropriate, or it is dull.

2. Language

EA: The choice of words and the complexity of sentence structure are appropriate to the language proficiency of the intended readers, and the language is authentic.

U: The words and sentence structures are in general too difficult or too simple for the intended readers, or the language is artificial.

3. Notes and End-Vocabulary

EA: (a) Notes give the student the needed linguistic help and literary and cultural references. (b) There is a complete end-vocabulary of the foreign phrases, idioms, and words used in the book.

U: There are no notes or lexical aids, or those offered are incomplete, or notes or glossary in English are inserted in the text or margins (thus interlarding the two languages).

4. Exercises

E: The exercises derive from the text in a planned sequence of difficulty. They give the student some practice in speaking and writing but keep the main stress on reading comprehension.

A: The exercises are varied but unselected, some good, some bad.

U: The exercises have little to do with the reading text and take no account of the degree of linguistic competence of the student.

5. Appearance

EA: (a) The text is easily legible. (b) The illustrations are attractive and relevant.

U: (a) The text is poorly printed. (b) The illustrations are unattractive or inappropriate.

FILMS[14]: DRAMATIC & DOCUMENTARY

Only films with an FL sound track will be evaluated.

1. Language of the Dialogue

E: The dialogue was originally recorded in the FL and is appropriate in tone to its intended audience.

A: It has been dubbed in the FL but is appropriate in tone and correlated to the gestures.

U: It is in English or the FL dialogue is decidedly inappropriate.

2. Vocabulary

E: The vocabulary is in general use, not regional or too technical, and is within the viewers' vocabulary. (Special vocabulary is allowed in a film for advanced students, Level IV-VI.)

A: It is in general use and only a few items need to be explained before the film is shown.

U: It requires much prior explanation.

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[14] Based on a work paper by Marian Templeton of the Garden City (N.Y.) High School, editor of film evaluations for Hispania.

3. Accent and Pace

E: The pace is normal for a native film and the pronunciation is standard, showing no regional peculiarities. (Regional language may be allowed and even useful for Levels IV-VI.)

A: Only a very few regionalisms appear and the pace is only slightly slower than normal.

U: The speech is definitely regional (except for Levels IV-VI), it is unnatural, or it is comprehensible only with great difficulty.

4. Voice Quality

EA: The voices are pleasing, varied, natural in expression, and appropriate to the situation.

U: The voices are forced, monotonous, unnatural, or inappropriate.

5. Technical Quality of the Recording

E: The recording is always clear, devoid of extraneous sound, and of even volume.

A: There are only occasional and slight deviations from the standards above.

U: The voices are not clear, or there is extraneous noise that interferes with listening, or the volume is uneven.

6. Content

EA: It stimulates thought at a level which the students can discuss in the FL and it gives them an insight into part of the foreign culture.

U: It stimulates little thought or thought of such complexity that the viewers can discuss it very little in the FL, or it gives a distorted view of the foreign culture.

7. Scope

EA: The film is an impressive, rounded, meaningful treatment of a well-chosen subject.

U: The scope is too great to be treated or too narrow to be significant or the purpose of the film is hazy.

8. **Visual Quality**

E: The images are artistic and imaginative, and they instantly evoke the idea intended.

A: They are attractive and appropriate.

U: They are unattractive, inappropriate, or confusing.

9. **Running Time (for use in class, not for feature films)**

E: The film is no more than 20 minutes long.

A: It is 20 to 30 minutes long.

U: It is over 30 minutes long.

10. **Auxiliary Aids (for films to be shown in class, not for feature films)**

E: There is a complete script, a study guide with exercises appropriate to the students' language proficiency level, and a teacher's guide with a summary of the film and suggestions for pre- and post-showing class activity in line with recommended teaching methods.

A: There is a teacher's guide containing a summary of the film, a vocabulary list, and suggestions for pre- and post-showing class activity in line with recommended teaching methods.

U: There is no script or summary, or the teacher's guide offered is inadequate, or it suggests activities which are not recommended.

FILMS: LANGUAGE

Films for language study should be evaluated according to the Basic Criteria for Discs and Tapes 1, 2, 4, and 8, Discs and Tapes--Language Study 11, 12, 13, and 15, and, in addition, according to 5, 8, and 9 from Films, Dramatic and Documentary.

The sequence of criteria is as follows:

From Discs and Tapes: Basic Criteria and Language Study

1. **Content Appropriate to Grade Level**
2. **Language for Listening**
3. **Structure**

4. **Vocabulary: for Level I**
5. **Voices**
6. **Pronunciation Drills: if present**
7. **Printed Text to Accompany Material**
8. **Printed Instructions for the Teacher**

From Films: Dramatic & Documentary

9. **Technical Quality of the Recording**
10. **Visual Quality**
11. **Running Time: for classroom films**

FILMSTRIPS & SLIDES[15]

Filmstrips and slides are evaluated only if they are accompanied by recordings made for the language class.

1. **Visual Quality**

E: The images are artistic, imaginative, and instantly evoke the idea intended.

A: The images are attractive and appropriate.

U: The images are unattractive, or inappropriate, or confusing.

2. **Technical Quality**

E: The pictures are sharp, balanced in exposure, and true in color (if not black and white).

A: A few frames are not up to this standard.

U: A number of frames are fuzzy, distorted, or untrue in color.

INTEGRATED PROGRAMS

Audio-visual materials including films or filmstrips, recordings, and printed matter in a set are evaluated in accordance with the criteria for each type of material. The category is indicated in parentheses before each series of "1A, 2E...."

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[15] Based on a work paper by Elvira Adorno of John Adams High School, Ozone Park, N.Y.

LINGUISTICS[16]

1. Orientation

EA: The book presents the new concepts of language that scientific analysis has elaborated.

U: It presents concepts now incomplete or obsolete, or the underlying linguistic principles are not made clear.

2. Scope

E: (a) The book presents a general linguistic analysis and also shows the application of principles to one or more given languages. (b) It concerns itself with writing as well as speech. (c) It deals primarily with contemporary language, touching on historical analysis only enough to put the contemporary in proper perspective.

A: It is concerned only with general linguistic analysis, or only with speech. It may deal at some length with historical analysis, provided that the presentation of the contemporary is not slighted or confused.

U: It does not meet the A standards.

3. Relevance to Language Teaching

E. The book was written specifically for the FL teacher to aid in solving the problems of language teaching and learning.

A: It was not written specifically for the FL teacher but it has distinct relevance to language teaching.

U: The book is too technical, or it has little relevance to language teaching.

4. Clarity

EA: The text is organized and worded so as to make the new concepts it proposes readily available to the user who is not a specialist in linguistics.

U: The wording is so recondite that most FL teachers would find the book difficult to understand, or the presentation is too diffuse to make the underlying principles clear to the average FL teacher.

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[16] Based on a work paper by Nelson Brooks of Yale University.

LITERARY TEXTS[17]

Literary texts are evaluated only if they have been produced for student use in the United States or abroad. Teachers may, of course, use other texts appropriate to the student's age and proficiency, but it is not feasible to evaluate such books here.

1. Literary or Cultural Quality

E: It is an outstanding work of literature.

A: It is worth reading as literature or for its insights into the foreign culture.

U: It has neither literary nor cultural merit.

2. Editorial Treatment

E: Its introduction, addressed to the student, tells him what he needs to know to appreciate the text. The text is intact, or the abridgement and simplification are of minor degree, and the reader is told to what extent the text has been changed.

A: The introduction, addressed to the reader and to the teacher, gives more information than the former can digest. There is no clear indication of the degree of textual revision, but changes are minor.

U: The text is drastically abridged or simplified.

3. Notes and End-Vocabulary

EA: The notes and the end-vocabulary are mainly in the FL and entries in both parts give the student the needed linguistic help and literary and cultural references.

U: There are footnotes or sidenotes that constantly juxtapose English and the FL, or the entries do not answer the students' needs.

4. Appearance

EA: (a) The text is easily legible. (b) The illustrations are attractive and relevant.

U: (a) The text is poorly printed. (b) The aesthetic quality of the illustrations falls far below that of the text.

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[17] Based on a work paper by Raymond S. Sayers, The City College of New York

MAPS[18]

1. Visual Quality

E: The maps are in color and, if wall maps, they are large enough so that areas can be seen from the students' positions.

A: The maps are clear and as large as above, but are not in color.

U: The areas of wall maps are too small or too indistinct to be seen from the students' positions.

2. Labels

EA: Labels are in the FL and easily legible.

U: Labels are in English or illegible.

3. Up-to-Dateness (for political maps)

EA: Current boundaries and political status are shown.

U: Boundaries and political status shown changed more than a year ago.

4. Durability

EA: The paper and ink will withstand school use for five or more years.

U: The paper or ink will not meet this standard.

PERIODICALS: FOR THE TEACHER[19]

1. Quality of Articles

E: They are eminently worth reading for content.

A: Most of them are important and interesting.

U: They are trivial or vulgar.

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[18] Based on a work paper by Manuel H. Guerra, Alameda SC, Hayward, California

[19] Based on a work paper by Karl-Heinz Planitz, Wabash College, Crawfordsville, Ind.

2. Quality of Language

EA: The style has literary merit, is intelligent, and is current.

U: The style in many articles is faulty or the FL has been corrupted by English.

3. Appearance

E: It is well-printed with clear type on good quality paper; illustrations are artistic and interesting.

A: The print is easily legible; illustrations are attractive and relevant.

U: It is badly printed and poorly laid out.

4. Distribution of Topics

E: The countries or languages covered are represented in proper proportion and there is a good range of points of view.

A: No areas supposedly covered are greatly neglected and there is some range of points of view.

U: The periodical has a single strong political or aesthetic bias.

5. Professional Information (For a pedagogical periodical)

EA: Some of the articles discuss new developments in the field; there is reliable reporting of professional meetings and events; there are good reviews of all important new text books and teaching aids; and advertising promotes items truly useful to teachers.

U: Professional news and developments are reported meagerly or unreliably; reviews are sporadic or unreliable.

PERIODICALS: FOR THE TEACHER[19]

FL editions of American magazines are excluded because they generally reflect only American cultural attitudes.

1. Human Interest

E: The articles appeal to the students' interest without becoming sentimental or sensational.

A: Most of the articles are appealing.

U: The articles generally have little human interest or they are sensational.

2. Cultural Content

E: The articles present the foreign culture faithfully to adolescents and help to give them good insight into the culture.

A: They generally present a true picture of the foreign culture with some breadth and interest.

U: The cultural content is mainly American or is otherwise unfaithful to the foreign culture or unsuitable to adolescents.

3. Intellectual Content

E: The ideas presented are stimulating even to the brighter students and they relate to other fields of study.

A: With rare exceptions, the intellectual level is appropriate to the age level.

U: The ideas expressed are either childish and trivial or too difficult for the intended age level.

4. Exercises (if present)

EA: (a) The exercises are in the FL only. (b) They derive from the content of the periodical and emphasize important points. (c) They are appropriate to the language proficiency of the students.

U: (a) The exercises contain sentences with the two languages intermingled. (b) They are not related to the articles, or they pick out unimportant details. (c) They do not correspond to the language proficiency of the students.

5. Appearance

E: The type and paper make reading easy and there are interesting, appropriate, and artistic illustrations. (Illustrations are desirable at least until the students are mature and proficient enough to begin to read periodicals for adults.)

A: The type is legible and there are significant illustrations.

U: The print is difficult to read and the illustrations are unappealing or insignificant; or there are no illustrations.

PICTURES & WALL CHARTS[20]

Sets of pictures or wall charts will be evaluated only if they accompany language programs.

1. Subjects

E: They are an integral part of the language program.

A: They illustrate vocabulary and structures that have been covered in the course and are appropriate to the age level.

U: They present the students with situations they have not learned to describe, are inappropriate to the age level, or present a series of unrelated objects.

2. Visual Quality

E: The drawing is clear, artistic, and in color.

A: The drawing is clear and attractive, but not in color.

U: The drawing is unclear or unattractive.

3. Size

E: The details of the scene are large enough to be seen easily by the class.

A: The major features of the scene are large enough to be seen by each pupil.

U: Even major details of the scene are too small or indistinct to be seen by all of the class.

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[20] Based on a work paper by Manuel H. Guerra, Alameda SC. Hayward, California.

REFERENCE GRAMMARS[21]

They should treat the whole spectrum of language usage "from sound to sentence." There should be a complete description of the grammar of the sound system, without reference to the written language. In addition, there should be sections on morphology and syntax that deal with the written language. Such grammars should be predicated upon the traditional approach of philology and the newer point of view of descriptive linguistics. Any type of reference grammar should be evaluated in regard to the following aspects:

1. **Organization of the Material**
2. **Dependability and Clarity of the Statements Made**
3. **Authentic Illustrative Examples**
4. **Index**
5. **Layout**

REVIEW GRAMMARS[22]

A review grammar should be a systematic summary of structures already familiar, with a deeper penetration into known areas, resulting in a comprehensive survey of all structures frequently used. All the classes and patterns of language, from simple sound clusters through words, phrases, and utterances to complete sentences, should be systematically discussed. Rules should be given that summarize typical patterns of form and function and should be phrased for easy retention by the student.

1. Orientation

EA: The grammar clearly states what knowledge is assumed on the part of the learner and indicates the direction in which this is to be augmented.

U: The grammar is a basic text in disguise for it does not distinguish between treatment of what is assumed to be known and what is to be learned.

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[21] Based on a work paper by Nelson Brooks of Yale University.

[22] Based on a work paper by Nelson Brooks of Yale University.

2. Scope

E: (a) The book reviews the grammar of the spoken language as well as that of the written language. (b) It is concerned with completeness of presentation of all forms likely to be of use to the intermediate student.

A: (a) The book reviews only speech or only writing and states this specialization prominently. (b) It is concerned with completeness of presentation, but only for speech or for writing.

U: (a) The grammar purports to be complete but ignores the grammar of either speech or writing, or it confuses the two grammars. (b) It attempts to be as complete as a reference grammar.

3. Grammar of the Written Language

EA: The book explains both the grammar of form (inflections) and the grammar of syntax.

U: The book does not recognize that form presents one type of learning problem and the syntax of an utterance presents another.

4. Grammar of the Spoken Language (if included)

EA: (a) The grammar reviews especially those features of spoken language that present particular difficulty to one whose native language is English. (b) A consistent graphical representation of pronunciation and intonation patterns is used.

U: (a) The grammar attempts to give, without adequate discrimination, a complete account of the phenomena of the spoken language, or the points selected for discussion are not of high frequency or of special use to the English-speaking student. (b) The graphical representation of sounds is inconsistent, or misleading comparisons with English sounds are given.

5. Structures

EA: The structures exemplified and discussed are of relatively high frequency, and primary concern is with those that differ from structures of English.

U: The grammar tries to account for all the usages that may occur in the FL without regard for frequency, or it unduly stresses irregular or unusual forms and structures.

6. Manner of Presentation

EA: (a) Rules are briefly expressed in simple language, even if scientific accuracy must occasionally be sacrificed. (b) Structures are made clear by the use of examples drawn from the FL and are not presented as translations from English. Such examples may afterwards be restated in English to make their meaning clear.

U: (a) The rules are stated in a difficult manner. (b) The rules are given without sufficient examples, or the examples suggest that the FL is attempting to express the structures and utterances of English. (For example, "To express 'some' or 'any' the French say....")

7. Organization

EA: The discussion is systematic.

U: The presentation of the grammatical review does not help the student to arrange the different problems systematically in his own mind.

8. Examples

E: (a) The rules are accompanied by many illustrative examples. (b) The examples are pertinent, of interest to the student, and of immediate value in his use of the FL.

A: (a) The rules are accompanied by sufficient illustrative examples. (b) The examples are pertinent and useful, but not especially interesting in content.

U: (a) The number of illustrative examples is insufficient. (b) The examples given contain faults in language or are extremely dull.

9. Exercises

EA: The exercises are in the FL only.

U: The exercises are restricted to groups of isolated English sentences to be translated into the FL or they contain sentences with the two languages intermingled.

10. End-Vocabulary

EA: There is a complete list of the foreign phrases and words used in the book, with English equivalents.

U: No such lexicon is given, or the one given is not complete.

11. Layout

EA: The type size and arrangement of the page reflect the relationships between the language models, drills, and explanations and their relative importance to the learner.

U: The layout does not reflect these relationships, or it is confusing to the reader.

SUPPLEMENTARY MATERIALS

While no specific criteria have been developed for judging miscellaneous materials which may be part of an integrated series or acquired independently of these basic materials, it should be clear to the reader that all materials should be an authentic reflection of the target culture; they should represent the typical, not the atypical, in the culture. They should have relevance to the instructional level as well as the interest level of the students.

TEACHERS' COURSE GUIDES[23]

1. Adaptation to the Listening-Speaking-Reading-Writing Progression (for Level I)

E: The guide provides for an initial oral presentation.

A: It provides materials which can be adapted to an initial oral presentation.

U: It is not adaptable to an audio-lingual period.

2. Presentation and Re-Entry of Language Patterns

E: The guide presents the material in the form of sentence patterns (in use), provides for extension in the use of these, and provides for their re-entry.

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[23] Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.

A: It presents the greater part of the material in sentence patterns and makes some provision for their re-entry.

U: Most of the material consists of nouns to be learned, with a minimum number of sentence patterns.

3. Authenticity (of the FL) and Selection of Structures

E: The language is native, the sentence patterns are of high frequency, and the introduction of these follows the normal usage (rather than such artificial arrangements as all of the present tense first, past tense, future tense, etc.)

A: The language is near-native, the sentence patterns are needed frequently, and the introduction of these follows somewhat the normal usage.

U: The language is awkward, the patterns will not be needed in other situations, and only one or two tenses are used.

4. Provision for Evaluation of Progress

E: The guide provides tests to determine the mastery of audio-lingual skills at regular intervals.

A: It provides sample questions to evaluate progress.

U: It provides no tests.

5. Psychological Appropriateness

E: The situations, language, and activities are interesting and suitable to the age group for which the guide has been written.

A: The material is adaptable to the age group for which the guide has been written.

U: The situations, language, and activities are not appropriate to the age group for which the guide has been written.

6. Cultural Content

E: The dialogues, stories, and other activities are those typical of the foreign children.

A: Some of the situations and stories are typical of American rather than the foreign culture.

U: There is very little material related to the foreign culture.

7. Provision for Classroom Activities (in the Elementary School)

E: The guide provides a sufficient number of songs, games, and activities which reinforce the sentence patterns and phrases being learned.

A: The guide provides some songs, games, and activities which lend variety to the classroom procedures and reinforce some vocabulary.

U: The guide does not include any songs, games, or activities, or those included represent completely different material from that of the regular classwork.

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EDUCATIONAL RESEARCH COUNCIL
of Greater Cleveland

Rockefeller Building • Cleveland, Ohio 44113 • Telephone 241-0781